**Is Viewing a Nature Video After Work Restorative? Effects on Blood Pressure, Task Performance, and Long-Term Memory**

1. [**Maura Pilotti**](http://eab.sagepub.com/search?author1=Maura+Pilotti&sortspec=date&submit=Submit)[1](http://eab.sagepub.com/content/47/9/947.abstract#aff-1)[⇑](http://eab.sagepub.com/content/47/9/947.abstract#corresp-1)
2. [**Eric Klein**](http://eab.sagepub.com/search?author1=Eric+Klein&sortspec=date&submit=Submit)[1](http://eab.sagepub.com/content/47/9/947.abstract#aff-1)
3. [**Devon Golem**](http://eab.sagepub.com/search?author1=Devon+Golem&sortspec=date&submit=Submit)[1](http://eab.sagepub.com/content/47/9/947.abstract#aff-1)**,**[2](http://eab.sagepub.com/content/47/9/947.abstract#aff-2)
4. [**Eric Piepenbrink**](http://eab.sagepub.com/search?author1=Eric+Piepenbrink&sortspec=date&submit=Submit)[1](http://eab.sagepub.com/content/47/9/947.abstract#aff-1)
5. [**Katie Kaplan**](http://eab.sagepub.com/search?author1=Katie+Kaplan&sortspec=date&submit=Submit)[1](http://eab.sagepub.com/content/47/9/947.abstract#aff-1)
6. 1Ashford University, Denver, CO, USA
7. 2New Mexico State University, Las Cruces, NM, USA
8. Maura Pilotti, College of Health, Human Services, and Science, Ashford University, 1515 Arapahoe Street, Denver, CO 80202, USA. Email: maura.pilotti@gmail.com

**Abstract**

Can a brief exposure to nature at the end of a workday enhance sustained attention and long-term memory? Student advisors viewed a video of either a natural environment or a busy city street after work. Then they performed a tone-detection task that was intended to mimic a key feature of their job (being on the telephone). After the nature video, systolic blood pressure increased and response latencies remained stable across time. After the city video, systolic blood pressure remained unchanged from baseline, whereas response latencies increased over time. Self-reports of arousal and emotional state did not differ significantly between videos, whereas memory of the experimental setting was better after viewing the nature video. In sum, a brief contact with nature at the end of a workday may give an individual vigor to complete additional tasks but not improve his or her affect.

**The Relationship Between Perceived Greenness and Perceived Restorativeness of University Campuses and Student-Reported Quality of Life**

1. [**J. Aaron Hipp**](http://eab.sagepub.com/search?author1=J.+Aaron+Hipp&sortspec=date&submit=Submit)[1](http://eab.sagepub.com/content/early/2015/08/10/0013916515598200.abstract#aff-1)
2. [**Gowri Betrabet Gulwadi**](http://eab.sagepub.com/search?author1=Gowri+Betrabet+Gulwadi&sortspec=date&submit=Submit)[2](http://eab.sagepub.com/content/early/2015/08/10/0013916515598200.abstract#aff-2)
3. [**Susana Alves**](http://eab.sagepub.com/search?author1=Susana+Alves&sortspec=date&submit=Submit)[3](http://eab.sagepub.com/content/early/2015/08/10/0013916515598200.abstract#aff-3)
4. [**Sonia Sequeira**](http://eab.sagepub.com/search?author1=Sonia+Sequeira&sortspec=date&submit=Submit)[4](http://eab.sagepub.com/content/early/2015/08/10/0013916515598200.abstract#aff-4)
5. 1North Carolina State University, Raleigh, NC, USA
6. 2University of Northern Iowa, Cedar Falls, USA
7. 3Okan University, İstanbul, Turkey
8. 4Washington University in St. Louis, MO, USA
9. J. Aaron Hipp, Department of Parks, Recreation, and Tourism Management, North Carolina State University, 5124 Jordan Hall, Campus Box 8004, Raleigh, NC 27695, USA. Email: jahipp@ncsu.edu

**Abstract**

University students are exposed to many stressors, necessitating opportunities for restoration. Research has indicated that actual experiences in nearby green spaces are associated with restorative psychological and physiological health benefits. However, the *perception* of greenness and restorativeness of environments might also impact health outcomes. Can green campus spaces provide restorative potential to university students? Do students perceive the greenness and restorative benefits? To explore these questions, students at three universities (convenience sample) were surveyed with items on perceived greenness of campus, perceived restorativeness of campus, and the World Health Organization Quality-of-Life Scale. Results indicate that those with higher perceived campus greenness report greater quality of life, a pathway significantly and partially mediated by perceived campus restorativeness. Future research should help identify effective ways in which university green spaces can be developed as health resources for students.

**Classrooms With Nature Views**

**Evidence of Differing Student Perceptions and Behaviors**

1. [**Jacob A. Benfield**](http://eab.sagepub.com/search?author1=Jacob+A.+Benfield&sortspec=date&submit=Submit)[1](http://eab.sagepub.com/content/47/2/140.abstract#aff-1)
2. [**Gretchen Nurse Rainbolt**](http://eab.sagepub.com/search?author1=Gretchen+Nurse+Rainbolt&sortspec=date&submit=Submit)[2](http://eab.sagepub.com/content/47/2/140.abstract#aff-2)
3. [**Paul A. Bell**](http://eab.sagepub.com/search?author1=Paul+A.+Bell&sortspec=date&submit=Submit)[3](http://eab.sagepub.com/content/47/2/140.abstract#aff-3)
4. [**Geoffrey H. Donovan**](http://eab.sagepub.com/search?author1=Geoffrey+H.+Donovan&sortspec=date&submit=Submit)[4](http://eab.sagepub.com/content/47/2/140.abstract#aff-4)
5. 1Pennsylvania State University–Abington, USA
6. 2Sacramento, CA, USA
7. 3Colorado State University, Fort Collins, USA
8. 4U.S. Forest Service, Portland, OR, USA
9. Jacob A. Benfield, Division of Social Sciences, Pennsylvania State University–Abington, 1600 Woodland Rd, Abington, PA 19001, USA. Email: jab908@psu.edu

**Abstract**

Viewing peaceful natural environments has been shown to restore cognitive abilities and reduce physiological arousal. As such, visual access to the natural environment is becoming more commonplace in built environments. One exception to that trend is in educational settings where windowless classrooms are used to reduce outside distractions. The current study examines differences across multiple sections of a college writing course in two types of identically designed classrooms—those with a view of a natural setting and those with a view of a concrete retaining wall. Results showed that students in the natural view classrooms were generally more positive when rating the course. Students in the natural view condition also had higher end of semester grades, but no differences in attendance were observed between conditions. Such findings suggest that classrooms with natural views offer advantages and also suggest that the inclusion of natural elements in courses could facilitate positive perceptions and better grades.